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League of Women Voters of the Huntington  
Area Bulletin 2010-2019

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### LWV Bulletin, September, 2011

League of Women Voters of the Huntington Area

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# The League of Women Voters of the Huntington Area



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LWVWV website: [www: LWVWV.ORG](http://www.LWVWV.ORG)

LWVUS website: [www.LWV.ORG](http://www.LWV.ORG)

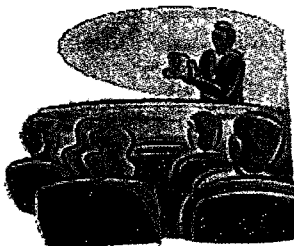
September 2011 Bulletin - Patricia Keller, Editor

**SPECIAL  
COLLECTIONS**

*The LWV is a nonpartisan organization that encourages the informed and active participation of citizens in government and influences public policy through education and advocacy. Membership in the League is open to women and men of voting age. Annual dues, not tax deductible, are \$45 individual, \$60 for two in one household and \$24 for students. To join, send your check to: Ann Spear, Treasure, 706 Ridgewood Road, Huntington, WV 25701. Check is to be made out to the League of Women Voters of the Huntington Area.*

## SEPTEMBER LEAGUE MEETINGS:

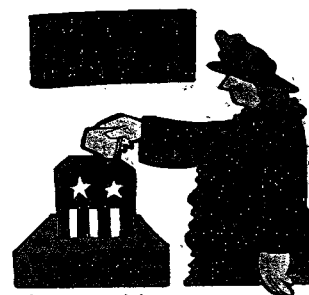
**Monday, September 19, 6 pm, Ponderosa Restaurant US 60 East.** Dr. Marybeth Beller, MU Political Science Department, will present a program on redistricting. Dr. Beller will speak to League members and friends on the patterns of districting in the states and our history of redistricting in West Virginia. Politics play a big role in redistricting outcomes. How the states redistrict may determine the party in power for years to come. The Voting Rights Act gives some power to the Department of Justice to ensure that minorities are treated fairly. Feel free to join us whenever you can come to the meeting, and invite your friends, too.



**Thursday, September 22, 1 pm, Woodlands Hampton Room.** The second meeting is scheduled for September 22, 1 pm at Woodlands, to be repeated on the evening of October 17 for those who cannot come to the September meeting. The focus of the study/consensus will be the Role of the Federal Government in Public Education Issues. It will cover Common Core Standards and Assessments, Early Childhood Education, Equity and Funding, and Disadvantaged Children. Leagues around the country will answer the same consensus questions. The LWVUS will accumulate the answers and come to an actionable position on what the federal role in educations should be. The committee is co-chaired by Giovanna and Laura Deveny. Other committee members include Helen Brown, Portia Warner, and Susan Hubbard. Guests are welcome. We have included the consensus questions elsewhere in this bulletin. Feel free to invite your friends to the meeting.

## VOTE – October 4

West Virginia is holding a special election to elect the governor. The WV League sent a questionnaire to the candidates, and the answers will be published in the Herald-Dispatch, online and in the newspaper. To access the online version go to the Herald-Dispatch, News, Election. It is also available on the state League's website, [www.lwvwwv.org](http://www.lwvwwv.org) The deadline for voter registration is September 13. Early voting is from September 21 to October 1.

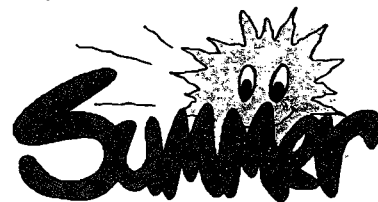


## NANCY TAYLOR

We will all miss Nancy. She thrived on the discussion of issues and politics. She energized us to help the downtrodden. She triggered us to learn about and work on international problems. She loved West Virginia and hated what was happening environmentally in parts of the state. Her memory was remarkable. Her pastor said that she could rely on Nancy to be her concordance. We will all miss her good humor, her wealth of knowledge, and her special persona.

## SUMMER FUN

We really appreciate Cabell Huntington Hospital, especially Doug Sheils and Rose Henson, for printing our Summer Fun brochure again this year. Also many, many thanks to the large group of volunteers who made counting, bundling and distributing 20,000 copies of the brochure to schools and other public



places seem like child's play! Volunteers who had fun working together are: Susan Hubbard, Fritz Hubbard, Jeanette Rowsey, Linda Brady, Portia Warner, Rose Riter, Giovanna Deveny, Jim Deveny, Laura Deveny, Ann Speer, Elinore Taylor and Julie Damewood

## EDUCATION CONSENSUS QUESTIONS



1. The current role of the federal government in public education is:  
much too small   too small   about right  
too large   much too large

2. What should be the role of the federal government in public education? (Rank)

a. To ensure that all students preK-12 receive a quality education.

b. To develop accountability measures that will study the progress of all students so that they achieve adequate yearly progress.

c. To mandate Common Core Standards for all students K-12.

d. To monitor state efforts for funding

e. To measure teacher effectiveness through test data.

3. A quality public education is important to perpetuate a strong and viable democracy.

|                |                   |              |
|----------------|-------------------|--------------|
| Strongly agree | Agree             | No consensus |
| Disagree       | Strongly disagree |              |

**Common Core Standards:** Background - Common Core Standards are national standards, developed by the National Governors' Association (NGA) and the Council of Chief State School Officers (CCSSO) and are not a federal government mandate, even though acceptance of the standards was a requirement to qualify for "Race to the Top" funding. Remember this is a national study and the question is how these should relate to national programs. Educational standards define the knowledge and skills students should possess at critical points in their educational career. Curriculum is an educational plan that spells out which goals and objectives will be achieved, how to achieve those goals and what topics should be covered as well as the methods and materials to be used for learning and evaluation.

4. Currently the governors and state education officers have developed Common Core Standards that are national but not federal. Should the standards be mandated of the states in order to obtain federal funding? (Choose one)

a. Special grant programs such as Race to the Top

b. All programs under Elementary and Secondary Education Act where the needs qualify for funding.

c. All programs receiving federal funding from any source

d. All of the above

e. None of the above

5. Should there be a national assessment aligned with the common cores standards? Yes? No?

If Yes, Should implementation be voluntary or federally mandated? (choose one)

a. Voluntary

b. Mandated

c. Mandated, if not fully funded

If No, what other accountability measures might you suggest? (choose one)

a. Continue to allow the states to develop their own assessments.

b. Suggest that the local education districts use their own assessments or adopt one that is a nationally norm-referenced assessment such as the *Stanford Achievement Test* or *Iowa Test of Basic Skills*.

c. Suggest that districts use a portfolio type of assessment where student projects and activities would be scored holistically

6. National standards should lead to: (choose one)

a. A nationally mandated curriculum to be aligned to the national standards and assessments.

b. A national curriculum that is only suggested but not mandated.

c. A suggested structure for states and local education agencies to develop their own curriculum.

d. No national curriculum.

**Assessment:** This question concerns the current two consortia who have won \$3.5 million to develop assessments that follow the Common Core State Standards by 2014. This is where streams get mixed, as they have received a federal grant to prepare assessments based on national standards. What should be the goal(s) of these groups?

7. What role should the national assessment consortia play in student evaluation? (Rank order)

a. Provide an assessment system that is aligned to the Common Core Standards.

b. Provide comparison data showing progress toward reaching Common Core Standards.

c. Provide criteria for determining readiness for college and careers.

d. Provide information to students, parents, teachers and school districts about student achievement.

e. Provide diagnostic information on each child.

8. Data from the national assessments are often difficult for parents, teachers and others to understand. If we have a national assessment, what information is most important to be reported to parents, teachers, students and the community? (choose one)

a. Data should be "norm referenced" (where students are ranked) for district comparison only.

b. Data should be "criterion referenced" and clearly informative so that teachers, parents, and students know how individual students have mastered criteria established at a national level.

c. Data should be used to determine "cut" scores knowing if students have mastered requirements for special grade levels.

d. Information from nationally required assessment data should be used to (Choose one):

e. Sanction schools not measuring up to the specific levels

f. Reward schools that achieve high scores

g. Rank teachers based on student test score data

h. Reward teachers who have exemplary scores

i. Inform districts how their population compares to others similar to theirs.

**Funding and Equity:** Background - Equity is a word that has had an evolving definition. It is not the same as equal funding as there is a growing awareness that some students are more expensive to educate than others. Others talk about "adequacy," "equity of opportunity" and "opportunity to learn", ideas that deal with access to what is deemed necessary in order to have an equal opportunity, opportunities that are often denied children of poverty. While not all of these may be considered the responsibility of the local educational system, is it a federal responsibility to tackle them? Is it a local responsibility? Should these non-academic issues be considered?

10. In the past most of the Elementary and Secondary Education Act (ESEA) funding has been non-competitive based on need. All/Any Schools that prove they fall under the federal guidelines for funding receive those funds. However, competitive grants are now being proposed to states/districts who meet certain federal requirements, such as Race to the Top. Which would be appropriate: (choose one)

a. Non-competitive funding for all applicants meeting requirements

b. A combination of non-competitive and competitive grants

c. Competitive grants only

d. No federal funding

11. If the federal government's role is the concern of the "common good" then: (choose one)

a. Mandates only should be sanctioned.

b. Mandates and funding should both be provided.

c. Funding should be provided through grants only.

d. A combination of funded mandates and grants should apply.

e. No mandates should be required and limited grants for innovation available.

12. Equity in public education means equitable access to: (Rank order)

a. High quality teaching/learning

b. Adequate and current learning materials

c. Clean and well maintained physical facilities

d. Food and health care

e. Safe and secure neighborhoods

f. Secure housing

13. Background - Traditionally all federal funding has been aimed at special groups, those that were deemed underserved by Elementary and Secondary Education Act (ESEA) authorizers. These may be minorities, those with disabilities, living in poverty, not speaking English as a primary language or with other identifying characteristics. Many of these numbers are growing nationwide, and funding does not always keep up with the growth. The question is, should this funding still be targeted to individual groups? Or should it be either block granted, where it can be used for multiple purposes, and/or blended into the general fund? Question - Currently Elementary and Secondary Education Act (ESEA) funding is considered "categorical" rather than for general use. This means that it can only be used with special populations for special purposes. ESEA should remain targeted toward poverty and special needs.

|                |                   |              |
|----------------|-------------------|--------------|
| Strongly agree | Agree             | No consensus |
| Disagree       | Strongly disagree |              |

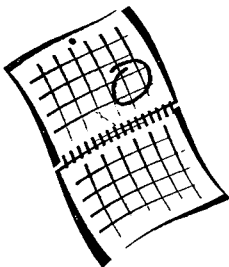
14. The federal government has a role in supporting early childhood education, birth to 5, for all children?

|                |                   |              |
|----------------|-------------------|--------------|
| Strongly agree | Agree             | No consensus |
| Disagree       | Strongly disagree |              |

15. Federal support for early childhood education programs ( e.g. Head Start, Title I, Special Education, Early Start) should include funding for parent education and support regarding child development, child health and nutrition, and access to other supportive services, such as mental health as needed.

|                   |                   |              |
|-------------------|-------------------|--------------|
| a. Strongly Agree | Agree             | No consensus |
| Disagree          | Strongly Disagree |              |

- b. This funding should be extended to --  
All children      Only those with special needs.  
Special needs first



#### CALENDAR

September 16. Huntington High School. League program on the Constitution  
September 19. 6:00 pm Ponderosa. League Meeting on Redistricting  
September 22. 1 pm Woodlands. Hampton Room. League Meeting

and Consensus on Education

September 26. 11:30 Beverly Hills Presbyterian Church. LWV board meeting

October 4. VOTE

October 11. 7 pm. Marshall U. Student Center. Speaker on the Constitution

October 17. 7 pm. Enslow Park Presbyterian Church. Repeat League Meeting on Education

#### PROGRAM ON THE CONSTITUTION

The Huntington League will present a program on the constitution to Huntington High School students on September 16. League presenters are Laura Deveny, Wendy Thomas, Elinore Taylor, and Helen Gibbins.

Our focus will be the progress of the constitutional right to vote. The first voters in the US were white, propertied men. The 15<sup>th</sup> Amendment of 1870 said that voting could not be denied a man because of race, color or former servitude, but unfortunately some southern states used subterfuge to block African-Americans from voting. It took the Voting Rights Act of 1965 to enforce the 15<sup>th</sup> Amendment. In 1920 women finally were allowed to vote; in 1961 DC Citizens were given the right to vote for the president; and in 1971 18 year olds were permitted to vote. Laws have helped us enable more citizens to register to vote and to vote early. In some places citizens may vote by mail.

But we must continually be vigilant! Some states are passing laws that are making it harder to



register and to vote. The League of Women Voters supports full voting participation by all eligible American citizens and opposes efforts to create new barriers that block citizens from voting.

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